DOCUMENT RESUME

ED 037 646 AC 006 647

AUTHOR	Morgenstein, Melvin; Strongin, Harriet
TITLE	Study of Articulation Program Between Nassau Community College and Topic House. Final Report.
INSTITUTION	Nassau Community Coll., Garden City, N.Y.; State Univ. of New York, Albany. Bureau of Occupational Education Research.
PUB DATE	Jul 69
NOTE	74p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.80
DESCRIPTORS	*Community Colleges, Cooperative Programs, *Drug Addiction, Educational Certificates, Educational Needs, Higher Education, Participant Characteristics, *Patients (Persons), Residential Programs, Secondary Education, Units of Study (Subject Fields), *University Extension, *Vocational Rehabilitation
IDENTIFIERS	Nassau Community College, Topic House

ABSTRACT

Background characteristics and the vocational and educational needs and desires of former narcotics addicts in a residential therapeutic community (Topic House, Long Island) were investigated; the potential role of Nassau Community College in meeting these needs and desires was assessed; and a determination was made of what Topic House residents and administrators might do to develop a joint college and rehabilitation program. Data came from questionnaires and by interviews with the residents (largely male, single, and under 24), as well as from high school transcripts, Topic House records, and state and community agencies involved with drug addiction and related problems. Findings affirmed the need for an educational program. A program of high school and college level studies has been designed, embracing vocational, professional, and cultural aspirations along with capabilities and achievements, and including plans for specific employment preparation. Topics were suggested for further program and participant research. (Seven references, 14 tables, a questionnaire, and components of the Topic House program are also included.) (LY)

ERIC

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Research Coordinating Unit

ED037646

STUDY OF ARTICULATION PROGRAM BETWEEN NASSAU COMMUNITY COLLEGE AND TOPIC HOUSE

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
Albany, New York 12224

AC006647

ED037646

ADDENDUM

STUDY OF ARTICULATION PROGRAM BETWEEN NASSAU COMMUNITY COLLEGE AND TOPIC HOUSE

by

Dr. Melvin Morgenstein
Chairman, Business Department

and

Harriet Strongin
Professor, Business Department

The State University of New York
Nassau Community College
Garden City, New York

FINAL REPORT

STUDY OF ARTICULATION PROGRAM BETWEEN NASSAU COMMUNITY COLLEGE AND TOPIC HOUSE (NASSAU COUNTY DRUG ADDICTION REHABILITATION CENTER) WITH REGARD TO VOCATIONAL BUSINESS TRAINING PROGRAMS

NASSAU COMMUNITY COLLEGE
Garden City, New York

In Cooperation With

The University of the State of New York

THE STATE EDUCATION DEPARTMENT

Bureau of Occupational Education Research

July 1969

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

(with years when terms expire)

1984	Joseph W. McGovern, A.B.,LL.B.,L.H.D.,LL.D,D.C.L. Chancellor	New York
1970	Everett J. Penny, B.C.S.,D.C.S. Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D.,Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B.,LL.D.,L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B.,M.B.A.,D.C.S.	Purchase
1975	Edward M.M. Warburg, B.S.,L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B.,Litt.D,L.H.D.	Rochester
1979	Francis W. McGinley, B.S.,LL.B.,LL.D.	Glens Falls
1980	Max J. Rubin, LL.B.,L.H.D.	New York
1971	Kenneth B. Clark, A.B.,M.S.,Ph.D.,Litt.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B.,B.A.,M.A.,Ph.D.,LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

PRESIDENT OF THE UNIVERSITY AND COMMISSIONER OF EDUCATION (Acting)
Ewalk B. Nyquist

ASSOCIATE COMMISSIONER FOR ELEMENTARY, SECONDARY AND CONTINUING EDUCATION
Philip B. Langworthy

ASSOCIATE COMMISSIONER FOR RESEARCH AND EVALUATION
Lorne H. Woollatt

ASSISTANT COMMISSIONER FOR RESEARCH AND EVALUATION
William D. Firman

ASSISTANT COMMISSIONER FOR OCCUPATIONAL EDUCATION
Robert S. Seckendorf

DIRECTOR, DIVISION OF RESEARCH
Carl E. Wedekind

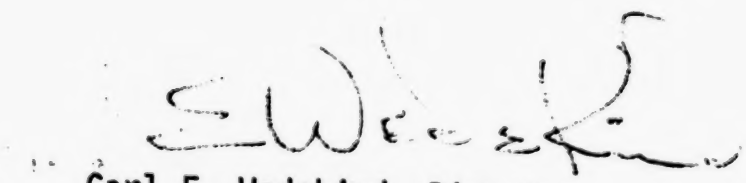
CHIEF, BUREAU OF OCCUPATIONAL EDUCATION RESEARCH
Louis A. Cohen

FOREWORD

Voluminous material concerning the issue of drug abuse and addiction has appeared in both the popular press and technical journals. The Nassau study was undertaken in an effort to help meet the need of a concerned society by investigating an area which might, with concentrated effort, reduce recidivism and reclaim the drug afflicted.

The vocational and educational needs and desires of a particular segment of the population (ex-addicts) as found in one residential therapeutic community are emphasized in the report. It is hoped that further research, in keeping with the stated recommendations, may provide stimulation for educational programs throughout the State.

Miss G. Geraldine Dickson, Associate in the Bureau of Occupational Education Research, was coordinator of research and publication. Additional copies may be obtained by writing to the Bureau of Occupational Education Research, State Education Department, Albany, New York 12224.



Carl E. Wedekind, Director
Division of Research

ACKNOWLEDGEMENTS

Special thanks are due Louis A. Cohen, Chief and Miss Geraldine Dickson, Project Director, Bureau of Occupational Education Research, for their support of this project.

The authors would like to thank Dr. George F. Chambers, President of Nassau Community College, who served as honorary consultant throughout the project.

They also acknowledge the cooperation of the Nassau County Drug Abuse and Addiction Commission, Dr. Richard Bracco, Executive Director; Mr. John Fallon, Administrative Director; Mr. Seymour Rudner, Director of Research and Evaluation; Dr. Victoria Sears, M.D., Director of Treatment, Topic House.

Special assistance was received from Mr. Charles McGowan, Resident-Director of Topic House, and the Topic House staff, especially Mr. Joseph Milang.

TABLE OF CONTENTS

INTRODUCTION	1
REVIEW OF LITERATURE	3
STATEMENT OF THE PROBLEM	10
Objectives	11
Sources of Data	11
Study Format	12
Findings	15
Explanation of the Questionnaire Data	18
OUTCOMES	34
Recommended Educational Program	34
Questions Arising from the Study	47
Suggested Further Research	49
BIBLIOGRAPHY	53
APPENDIX A - Description of Topic House Program	54
APPENDIX B - Questionnaire	64

LIST OF TABLES

TABLE		PAGE
1	Topic House Residents Profile Data 1969	16
2	Ages of Topic House Residents	18
3	Otis Intelligence Quotients of Topic House Residents	19
4	High School Diplomas Earned by Topic House Residents	20
5	High School Grades Completed by Topic House Residents with High School Equivalency Diplomas or No Diplomas	20
6	College Semesters Completed by Topic House Residents	21
7	Topic House Residents Studying for High School Equivalency Diplomas	21
8	Types of Jobs Held by Topic House Residents	24
9	Choice of College Major	25
10	Individual College Courses Requested	26
11	Non-College Courses Requested	26
12	Topic House Residents - Comparative Data	27
13	Topic House Residents - Comparative Profile Data	28
14	Vocational and Professional Careers for Two-Year College Graduates	38-39

INTRODUCTION

As a public institution, Nassau Community College recognizes its obligation to offer broad educational experiences ranging from formal degree programs to seminars and individual courses, and servicing an ever-increasing number of organizations and people. The College is totally committed to a comprehensive educational program for the benefit of all, and the 1969-70 catalog of the College states its general aims:

> Nassau Community College is founded in the conviction that a community of scholars can pursue their traditional disciplines in response to the needs, interests, and dreams of a community of citizens in a modern society. In that pursuit, teaching and service become the touchstones of the dynamic interplay between scholars and citizens.
>
> Nassau Community College is, furthermore, founded in the belief that 'A man's reach should exceed his grasp,' and because no one knows for sure how far a man can reach or how much he can grasp, education at Nassau is designed so that each student can discover himself and his own capabilities. Nassau, then, is a comprehensive community college. It not only offers studies in liberal arts, but it also provides a rich offering of career oriented programs as well as the opportunity for students of every age to pursue their individual interests during the day, the evening or the summer.

The Business Division of the College, offering both career and transfer programs, has participated actively in special services for

community groups. The Division has designed and conducted special courses for the post office; offered inservice courses for secondary school teachers; provided instruction to upgrade Nassau County clerical personnel; developed personnel courses for the Nassau County Police Department, etc. Such activities bring the community closer to the College and provide substantial public support for continuing programs.

In line with this procedure, the investigators (Melvin Morgenstein and Harriet Strongin) approached the Nassau County Drug Abuse and Addiction Commission to discuss the educational needs of Topic House[1], a drug rehabilitation community center sponsored by the Commission and located near the College. Numerous conferences were held between the College and commission administrators. These administrators were:

Nassau Community College

Dr. George Chambers, President
Dr. Robert Gwydir, Dean of Instruction
Dr. Albert Donor, Chairman, Division of Sciences
Prof. Barton Friedberg, Chairman, Division of Arts, Humanities and Social Sciences

Nassau County Drug Abuse and Addiction Commission

Richard Bracco, M.D., Executive Director
John Fallon, Administrative Director
Seymour Rudner, Director of Research and Evaluation
Victoria Sears, M.D., Psychiatrist

The therapeutic concept of Topic House, based upon a group approach to the solution of drug addiction, depends heavily upon the efforts of

---

[1]Topic House - Treatment of People in Crisis

ex-addicts who serve as coordinators. Appendix A is a detailed analysis of the Topic House concept.

Except for material distributed by a Nassau County Jail representative to residents who want to prepare for a high school equivalency diploma, an educational program has not been developed. The investigators' inquiry of commission participation in a study to determine the educational needs of Topic House residents met with unanimous approval and enthusiasm.

The investigators, with College approval, then asked the Bureau of Occupational Education Research, New York State Education Department, for authorization to conduct a feasibility study. Such authorization was granted.

The investigators set out to determine:

1. Whether an educational program is advisable for Topic House residents.
2. If so, the type needed.

REVIEW OF LITERATURE

A bibliography of material about drugs and drug problems would include such areas as narcotics, addiction, sociology, medicine, psychology, and treatment. Exhaustive studies have been done on the consequences of drug addiction and about the agencies that combat narcotic traffic. More recently, books, pamphlets, and articles about rehabilitation agencies and their programs have appeared in increasing

numbers. The problem of addiction is being assaulted by public and private groups in an effort to eliminate this addiction. That addiction is still a menace to society emphasizes the complexity of the situation: from the efforts of authorities to control the distribution of drugs to the commitment of physicians and sociologists to the rehabilitation of addicts.

Maurer and Vogel point out that:

> Prior to the first decade of the twentieth century, there was no restriction of any kind on the importation or use of opium or its derivatives in the United States. (Maurer and Vogel, 1962)

However, the increasing use of narcotics caused the federal government to pass numerous laws regulating their use. Among them are:

1. Harrison Narcotic Law, passed in 1914, now included, with amendments, in the Internal Revenue Code;

2. Narcotic Drug Import and Export Act, passed in 1922, now included in the Internal Revenue Code;

3. Narcotic Hospital Law, passed in 1929, providing treatment facilities for persons addicted to drugs controlled by the narcotic laws;

4. Narcotic Information Act, passed in 1930;

5. Marihuana Tax Act, passed in 1937, now incorporated in the Internal Revenue Code;

6. Narcotic Transportation Act, passed in 1939, amended in 1950;

7. Opium Poppy Control Act, passed in 1942;

8. Narcotic Control Act, passed in 1956;

9. Drug Abuse Control Amendments, 1965. (Maurer and Vogel, 1962).

Though law enforcement has done much to control drug traffic, a wider approach to addiction has been undertaken by the federal government. Maurer and Vogel point out that:

> As part of the Federal program, a certain amount of information concerning addiction has been given circulation by the U.S. Public Health Service. Several states, notably California, New Jersey and New York are aggressively attacking the problem from the standpoint of rehabilitation. It is certain that the narcotics racket is a profitable one which cannot be broken without vigorous law enforcement as well as intelligent therapy and, in the author's opinion, by long-range education programs sponsored by the public schools, the medical profession and public health agencies. (Maurer and Vogel, 1962).

Numerous group rehabilitation centers are in operation today. The best-known of them, Synanon, is described by Yablonsky as:

> ...a new social movement and approach to life that has helped more than five hundred people overcome a severe past of crime and drug addiction. (Yablonsky, 1965).

The community orientation to drug rehabilitation, a relatively new phenomenon, is explained by Osnos in this way:

> It is relatively simple to remove an addict temporarily from drugs by placing him in a hospital where he has access only to drugs which are medically prescribed. If he is physically dependent on opiates or barbiturates, these are administered in gradually diminishing amounts. If handled by an experienced staff, detoxification rarely requires more than ten days.
>
> However, relapse to drug use is common and its prevention a much more intricate problem than detoxification. Regardless of how long the addict remains in the sheltered environment of a hospital or an institution, on release he has to face the outside world and especially his own community. Usually he encounters the same stresses that he could not cope with previously, and which led him to use drugs in the first place. It is, therefore, logical to treat the addict where he needs support--in the community.
>
> A neighborhood-based service is readily accessible to the addict. Conversely, the treatment staff have the opportunity to observe him in his own locale, and home visits and contacts with his family and friends are considerably facilitated. (Yablonsky, 1965).

The literature about drug addiction and addict rehabilitation contains little in the way of suggested educational experiences outside the drug area. Seymour Rudner, Director of Research and Evaluation at the Nassau County Drug Abuse and Addiction Commission, suggests

that attention should be paid to preparation for post-rehabilitation life.

In his Employment Evaluation Report, August 1968, Rudner concluded:

> In sum, the resident population of Topic House may be characterized basically as young, unmarried, male, from working class or lower middle class background with limited educational qualifications, unskilled and with a spotty employment record. The prognosis for successful competition in the outside world for such an individual is not good, especially in view of the additional problems faced by ex-addicts. What is obviously indicated is the need for special supportive services to improve his chances for coping with these critical re-entry difficulties.

The problem of drug addiction has so permeated the public consciousness that most major segments of our society are now concerned. County Health and Police Departments distribute pamphlets, State Narcotic Addiction Control Commissions issue reports on their anti-drug abuse programs, and education groups publish guides for teachers and administrators.

Nassau County (New York) publishes a pamphlet for residents describing the evils of drug addiction and the ways by which it can be controlled. It is entitled "Drug Abuse." (Police Department Nassau County, 1968).

The United States Department of Health issues a bulletin, Narcotic Drug Addiction, which outlines a number of approaches to the treatment

of drug addicts. It points out that:

> With any disease or disorder, it is better to prevent than to treat, and this is particularly true when treatment is long and difficult.
>
> Programs directed toward improving mental health and eventually reducing the number of susceptible individuals are needed, but these call for a long-term effort. In blighted areas, improving the environment will reduce the number of individuals who would use drugs if they are available, but this, too, is a long-term effort.
>
> Since most addicted persons have been introduced to narcotic drugs by someone who is himself addicted, or is heading toward addiction, the treatment and rehabilitation of addicted persons will help prevent the spread of addiction. But such treatment, of course, is difficult and costly.
>
> Addiction can also be fought by reducing the availability of illegal drugs. A substantial reduction in the supply of such drugs in the United States has been accomplished at relatively little expense, and along with this decline has come a substantial decrease in the number of addicted persons. Reducing the supply of narcotic drugs is probably the most readily available means of preventing narcotic drug addiction. (U.S. Department of Health, Education, and Welfare, 1965).

The New York State Narcotic Addiction Control Commision, in its pamphlet, The Attack on Narcotics, suggests that citizens can help fight

the drug problem by:

> becoming informed;
>
> being concerned about the problem and its consequences to the addict and the community;
>
> taking an active role in educating others in your community: organize programs, show films, lead discussion groups, involve your community in the war against drug addiction;
>
> reporting illicit drug use to the proper authorities;
>
> keeping addicting or toxic substances away from children. (New York State Narcotic Addiction Control Commission, 1968).

Educational approaches to the struggle against drug addiction are outlined from school authorities in a booklet entitled Drug Abuse: Escape to Nowhere. The authors insist that:

> The educational objective of a drug abuse program is the same whatever the level of instruction--elementary, secondary school, or college: to prevent the development of an actual drug abuse situation. (National Education Association, 1968).

These materials, helpful as they are, contain few suggestions for the educational and vocational rehabilitation of addicts. Total rehabilitation--re-entry into all facets of society--requires knowledge and skill for gainful employment. The proposed educational program will suggest a way to bridge the gap between the ex-addict's therapeutic program and his emergence from it as a productive citizen.

STATEMENT OF THE PROBLEM

The entire thrust of this study is that people who have voluntarily submitted themselves to the disabuse of drug addiction should be encouraged to enter the world of work through the cooperation of public educational agencies. Nassau Community College is striving to make a significant contribution toward this effort.

Rehabilitation of ex-addicts should involve emotional and physical aspects as well as educational development so that these people may lead productive lives. At present, the latter function is largely ignored at Topic House. The investigators directed their attention to this educational phase, with a view toward technical and vocational training for job preparation.

The consequences of residents returning to the community after drug rehabilitation, without further education, may be destructive. One reason for drug addiction is the addict's inability to lead a productive life due to lack of education and skill. Ex-addicts, involved in drug rehabilitation programs, must prepare themselves vocationally and/or professionally, through education, for a return to the community with the skills and knowledge necessary for entry jobs or for further education.

Appendix A contains a complete description of the Topic House program. Particular attention should be paid to the voluntary aspects of the program and its indigenous character.

OBJECTIVES

The objectives of the study were:

1. To develop a profile of the Topic House residents involved in the study, including their vocational experience and career aspirations.
2. To determine the specific educational needs of Topic House residents to make them more readily employable.
3. To determine the kind of instruction required in such a program.
4. To determine whether Topic House residents require unique educational experiences, and whether these residents can merge with regular Nassau Community College students or with those at other established educational institutions.
5. To determine the contributions that Topic House residents and administrators can make to the development of a joint college/rehabilitation program.
6. To determine whether residents of Topic House can benefit from educational programs conducted by Nassau Community College.

SOURCES OF DATA

The sources of data were:

1. Questionnaires.
2. Personal interviews with residents.

3. High school transcripts.

4. Topic House records.

5. Interviews with state and community agencies involved with drug addiction and related problems:

    a. Nassau County Drug Abuse & Addiction Commission

    b. Topic House

    c. Nassau Community College

    d. Nassau County Jail

    e. University of the State of New York

    f. Bureau of Cooperative Educational Services

    g. New York State Narcotic Addiction Control Commission

    h. Phoenix House, New York City (Drug Abuse Therapuetic Center)

STUDY FORMAT

1. An investigation of the educational needs of Topic House residents was undertaken through personal interviews with the residents and administrators of Topic House. These questions were asked:

    a. What are the educational backgrounds of the residents?

    b. What are their capabilities in terms of intelligence and past achievements?

    c. How much vocational training have the residents had?

    d. To what kinds of jobs do they aspire?

    e. How willing and anxious would they be to become involved in an educational program while undergoing treatment at Topic House?

f. Specifically, what might the residents and administrators contribute to the development of such a program?

g. What kinds of educational experiences would be advisable in short-term programs? Long-term programs? Both?

h. Are specific starting times of courses realistic for Topic House residents? Should a course commence when the student is ready?

i. What teaching materials (texts, brochures, work-books, etc.) are appropriate for the program?

j. Which teaching methods appear to meet the needs of these students?

k. How much remedial work (English, reading, math) do the residents require?

l. Can the residents receive college credit for work completed successfully?

m. What policies should be established for absences, tardiness, illness, etc?

n. What should be the testing policy? Letter grades, pass-fail, no grades?

o. Should certificates of completion be awarded?

p. What criteria should be developed for an evaluation of the program?

q. How much time is available to residents at various stages of their Topic House program to engage in educational experiences?

r. How should the Topic House administrators and residents be involved in the development and offering of an educational program?

s. What preparations should be made for the consequences of failure by residents in specific course work?

2. The investigators analyzed the facilities at Nassau Community College. These questions were studied:

a. What institutional equipment now exists on campus that might be useful in the program? What is needed?

b. Should classes be held on the grounds of Topic House exclusively; or at both the College and Topic House?

c. Should the educational program be conducted during regular school hours or at times when Nassau students are essentially off campus?

d. Should instructors have particular backgrounds and personalities to cope with this type of student? What kind of orientation do the instructors require?

e. How might S.U.N.Y. and the State Education Department aid in the program?

f. What would be the funding problems? Tuition? Salaries?

g. Should any other agencies be involved?

FINDINGS

Profile of Topic House Residents

Interviews were held with the entire group of 75 people, on an individual basis. Staff members were included, all of whom are ex-addicts (seven). Each interview took 20 to 30 minutes. After discussing the purpose of the study, all residents were asked the same questions as stated in the structured interview questionnaire (Appendix B). They were free at all times to volunteer information, to talk about their backgrounds, aspirations, etc. They were also encouraged to contact the investigators about any material or data they had forgotten to mention during the interview. Such contact was made in three cases.

TABLE I

TOPIC HOUSE RESIDENTS
PROFILE DATA (1969)

Resident	Age	Sex		Veteran		Marital Status			I.Q.		H.S. Diploma	
		M	F	Yes	No	Married	Single	Other	Otis	Binet	Yes	No
1	21	X		X			X				X	
2	22	X			X	X			103		X	
3	17	X			X		X		107		X	
4	18	X			X		X					X
5	25	X			X		X		89		X	
6	17		X		X		X					X
7	20	X			X		X		122		X	
8	33	X			X		X				X	
9	26	X			X	X				72		X
10	22		X		X		X		132		X	
11	22	X			X	X			121		X	
12	21		X		X			X				X
13	22	X			X		X		96		X	
14	18	X			X		X				X	
15	25		X		X			X				X
16	22	X			X		X		121		X	
17	38	X		X		X						X
18	24	X			X	X			95			X
19	24		X		X	X					X	
20	24	X			X		X		109		X	
21	20	X			X		X				X	
22	42	X		X		X					X	
23	25	X			X	X						X
24	22	X			X		X				X	
25	19	X			X		X				X	
26	18	X			X		X				X	
27	24	X		X			X				X	
28	21	X			X		X		103		X	
29	19	X			X		X					X
30	21	X		X			X		116		X	
31	20	X			X		X		106		X	
32	19		X		X		X		100		X	
33	19	X			X		X				X	
34	25	X		X		X			89		X	
35	20	X		X			X					X

TABLE 1 (continued)

Resident	Age	Sex M	Sex F	Veteran Yes	Veteran No	Marital Status Married	Marital Status Single	Marital Status Other	I.Q. Otis	I.Q. Binet	H.S. Diploma Yes	H.S. Diploma No
36	19	X			X		X		115		X	
37	22	X			X		X					X
38	21	X			X		X					X
39	16		X		X		X		129			X
40	20		X		X		X				X	
41	20	X			X		X					X
42	32	X			X	X						X
43	26	X			X	X						X
44	25		X		X	X					X	
45	19	X			X		X		99			X
46	22	X			X		X		115		X	
47	28	X			X			X			X	
48	20		X		X		X		127		X	
49	18	X			X		X		94			X
50	21	X			X	X			122		X	
51	21		X		X		X				X	
52	21	X			X	X						X
53	20	X			X		X		76			X
54	22	X			X		X					X
55	24	X			X	X					X	
56	20	X			X		X				X	
57	21	X			X	X			96		X	
58	18	X			X		X		94		X	
59	21		X		X		X					X
60	20	X			X		X				X	
61	23		X		X			X			X	
62	22	X			X		X		117			X
63	19	X			X		X		108		X	
64	19		X		X		X				X	
65	21		X		X		X		109		X	
66	18	X			X		X					X
67	26	X		X		X					X	
68	21	X		X			X		109		X	
69	27	X			X		X				X	
70	18		X		X							X
71	18	X			X	X			109			X
72	22	X			X		X				X	
73	24	X			X		X		89			X
74	24	X			X	X					X	
75	23	X			X		X		95			X

Table 1 gives the age, sex, veteran status, marital status, intelligence quotients, and high school diploma status of the residents. I.Q.'s are missing in those cases where the information was not available. Although the scores were secured from the high school transcripts, they are included here for profile and comparative purposes.

EXPLANATION OF THE QUESTIONNAIRE DATA

1. Age - Fifty-two percent of the residents are between the ages of 18 and 21, the normal college age population. The remainder of the group is scattered between a low of age 16 and a high of age 42. The actual figures are:

TABLE 2

AGES OF TOPIC HOUSE RESIDENTS

Age in years	Number of Residents
16	1
17	1
18	8
19	8
20	10
21	13
22	11
23	2
24	7
25	5
26	3
27	1
28	1
32	1
33	1
38	1
42	1
TOTAL	75

2. Sex - Based on the interviews, both male and female residents were equally interested in all types of educational programs. Therefore, sex has no bearing on the educational programs being recommended. The breakdown is:

Males 59
Females 16

3. Veteran Status - Only six of the 75 residents are veterans. Drug addiction backgrounds, which include extensive criminal records in many cases, have prevented these other 69 from serving in the Armed Forces.

4. Marital Status - Sixty-nine percent of the residents are single; 25 percent are married. More than 50 percent of the married residents have children; a few residents are divorced, separated, or widowed. Approximately a quarter of the total group has immediate need of providing for dependents.

5. Intelligence Quotients - Otis intelligence quotients were available on 32 high school transcripts. The mean score was 107; the median was 107.5. When the group was separated into those with high school diplomas and those without diplomas, the averages were:

TABLE 3

OTIS INTELLIGENCE QUOTIENTS OF TOPIC HOUSE RESIDENTS		
	With H.S. Diplomas (23 Residents)	Without H.S. Diplomas (9 Residents)
Mean	109	100
Median	109	95

The difference in averages between the two groups suggests that their potential levels should be considered in the design of a differentiated educational program.

6. High School Diplomas -

a. The residents have earned the following types of High School Diplomas:

TABLE 4

HIGH SCHOOL DIPLOMAS EARNED BY TOPIC HOUSE RESIDENTS				
	Number of Residents		Percent	
Academic	9		12	
General	21		28	
Regents	7	51	9	68
Equivalency	14		19	
No Diploma	24		32	
	75		100	

b. The highest grades completed by residents with either High School Equivalency Diplomas or no diplomas are:

TABLE 5

HIGH SCHOOL GRADES COMPLETED BY TOPIC HOUSE RESIDENTS WITH HIGH SCHOOL EQUIVALENCY DIPLOMAS OR NO DIPLOMAS		
High School Grade Completed	Number of Residents	Percent
11	16	44
10	12	30
9	5	13
8	3	8
7	2	5
	38	100

c. The number of college semesters completed by residents holding Academic, General, or Regents Diplomas are:

TABLE 6

COLLEGE SEMESTERS COMPLETED BY TOPIC HOUSE RESIDENTS		
College Semesters Completed	Number of Residents	Percent
4	3 (	
3	1 (	
2	1 (9	
1	4 (	24
0	28	76
	100	100

d. None of the residents with high school equivalency diplomas has college work to his credit.

e. The number of residents studying for High School Equivalency Diplomas is:

TABLE 7

TOPIC HOUSE RESIDENTS STUDYING FOR HIGH SCHOOL EQUIVALENCY DIPLOMAS		
	Number of Residents	Percent
Yes	6	25
No	18	75
	24	100

f. Two of the residents, representing 3 percent of the entire group, are functional illiterates.

7. Length of Residence at Topic House - Fifty-one percent of the residents have been there less than 3 months and 31 percent between 6 and 11 months. The remaining 18 percent have been there either from 3 to 5 months, or 12 months or more. The "12 months or more group" includes coordinators. Nineteen residents, representing 25 percent of the total, have "split"; that is, these people were in Topic House at one time, left voluntarily before completion of the program, and then returned voluntarily and were re-admitted.

8. Referred to Topic House By - Sixty percent of the residents had been in jail and are probated to Topic House. The remaining 40 percent came to Topic House through outpatient groups programs sponsored by the Nassau County Drug Abuse and Addiction Commission. They had been referred to "groups" by parents, relatives, and friends, or entered on their own accord.

9. Skills - Since none of the skills listed below were tested by the investigators, the data regarding ability represent the residents' understanding of their own skill proficiencies.

Stenography - 3 residents can write shorthand at acceptable employment standards.

Typing - Fifty-two percent cannot type at all; 23 percent can type at the rate of 20 wpm, considered below acceptable employment standards, and 9 percent can type at 30 wpm, a rather shaky skill for proper employment. The remaining 16 percent possess employable speeds of 40-60 wpm.

Foreign Language - Seventeen percent of the residents can speak a language (Spanish, French, German) other than English; 83 percent indicate little or no ability in a foreign language.

Music - 5 of the residents have earned money through skill with a musical instrument or vocal technique; 49 can play a musical instrument for their own pleasure; the remaining 21 have no musical proficiency.

Art - Thirty-five percent reported some ability with painting or drawing. The remaining 65 percent indicated no such ability.

Machines - Some of the residents reported proficiency with more than one type of machine. 27 residents indicated that they could not operate any machine; 16 reported proficiency on some business machine; 30 indicated that they could operate such shop equipment as lathes, drill presses, etc.; 7 indicated skill with such specialized equipment as sewing machines.

Driver's License - Sixty-three percent of the group holds driver's licenses. Included in the remaining 37 percent are those who once held a license.

10. Type of Job Held - Four percent of the total population indicated no work experience; 96 percent held one or more jobs.

The occupational categories that follow are those used in the Dictionary of Occupational Titles. The specific job titles within each category were reported to the investigators by the residents.

TABLE 8

TYPES OF JOBS HELD BY TOPIC HOUSE RESIDENTS

Number of Residents	Job Category	Job Titles
7	Professional, Technical, Managerial	Writer, Foreman, Small Business Manager, Bank Teller
67	Clerical and Sales	Retail Salesman, Wholesale Salesman, Stockboy, Shipping Clerk, Buyer, Assistant Buyer, Stenographer, Secretary, Receptionist, Typist, File Clerk
28	Service Occupations	Chef's helper, Animal Groomer, Beautician, Dry Cleaner, Auto Mechanic, Dishwasher, Sanitation Man
4	Farming, Fishing, Related Occupations	Landscaper, Gardener
7	Processing Occupations	Butcher, Assembler
13	Machine Trades	Machinist
8	Bench Work Occupations	Spray Painter, Dental Technician, Carpenter, Cutter
8	Structural Work Occupations	Paper Hanger, Painter, Bricklayer, Builder's Helper
5	Miscellaneous Occupations	Truck Driver

11. Desire for Education - The following tables represent the educational aspirations of the residents:

TABLE 9

CHOICE OF COLLEGE MAJOR				
	Preference (Number of Residents)			
MAJOR	Choice 1	Choice 2	Choice 3	Total
Business Administration	9	2	1	12
Data Processing	4	3	0	7
Fashion-Display-Interior Decorating	3	7	1	11
Salesmanship-Marketing	7	4	1	12
Secretarial Science	3	1	0	4
Psychology	0	5	3	8
Sociology	4	4	1	9
English-Journalism	6	0	1	7
Art-Fine	0	3	1	4
*Art-Commercial	1	1	0	2
Liberal Arts	5	4	2	11
Music	2	1	1	4
Theatre	0	1	1	2
Engineering	1	1	0	2
Medical Technology	1	1	0	2
*Drafting	0	3	0	3
*Dental Technology	1	1	0	2
*Culinary Arts	1	0	0	1

* Offered at colleges other than Nassau Community College

TABLE 10

INDIVIDUAL COLLEGE COURSES REQUESTED	
Course	Number of Residents
Remedial Study	18
*Exploratory Busines	11
*Exploratory Liberal Arts	6
Salesmanship	3
Dramatics	2
Fashion	2
Data Processing	2
Business Management	2
Negro History	1
Interior Design	1
Sociology	1
Photography	1
Real Estate	1
**Dental Technology	1
Speech	1
Psychology	1

*To be designed for Topic House Residents

**Not presently offered at Nassau Community College

TABLE 11

NON-COLLEGE COURSES REQUESTED	
Course	Number of Residents
Metal Shop	2
Auto Mechanics	2
Animal Care	1
*"Concept" Management	19

*"Concept" is the term used to describe the drug rehabilitation program.

A detailed analysis of the concept, authored by Topic House psychiatrist, Dr. Victoria Sears, is appended. Nineteen residents, representing 25 percent of the total, indicated a preference for work in the Topic House "concept" or something closely related to it. This has an important bearing on some of the recommendations made.

Topic House Records

Pertinent data was made available to the investigators through two reports prepared by the Nassau County Drug Abuse and Addiction Commission.

1. Intensive Treatment Program, covering Topic House residential experience from March 1, 1967, to October 15, 1967. (61 residents)
2. Employment Evaluation Report-A Study of Selected Socio-Economic Characteristics of Residents of Topic House, by Seymour Rudner, Director of Research and Evaluation, Nassau County Drug Abuse and Addiction Commision, August 1968. (53 residents)

The following tables list comparative profile data of Topic House residents, based upon the investigators' findings and the above reports.

TABLE 12

TOPIC HOUSE RESIDENTS COMPARATIVE PROFILE DATA
1967-1969
(In Percents)

	Percents	
	1967	1969
EDUCATION		
Held regular high school diploma	51	49
Held high school equivalency diploma	10	19
Did not hold high school diploma	39	32
Attended College at some time	8	19
EMPLOYMENT		
Worked full-time or part-time	85	96
Never worked full-time or part-time	15	4

TABLE 13

TOPIC HOUSE RESIDENTS COMPARATIVE PROFILE DATA
1968 and 1969
(In Percents)

	Percents	
	1968	1969
AGE:		
Under age 24	81	72
Range	(Actual Age) (17 to 37)	(Actual Age) (16 to 42)
SEX:		
Males	83	79
Females	17	21
EDUCATION:		
12th grade education or less	92	81
Attended college at some time	8	19
MARITAL STATUS:		
Single	78	69
Married	19	25
Divorced, Separated, Widowed	3	6
EMPLOYMENT:		
Had worked full-time or part-time	94	96
Had never worked full-time or part-time	6	4
REFERRED TO TOPIC HOUSE BY:		
Topic House Staff	30	0
Jail or Probation	44	60
Parents and Relatives	11	3
Friends and others	15	37
LENGTH OF RESIDENCE AT TOPIC HOUSE:		
Under 3 months	21	51
3 - 5 months	17	6
6 - 11 months	32	31
12 months or more	30	12

It should be noted that the educational backgrounds of both groups are similar. However, the larger percent of 1969 residents who attended college may be of significance in the development of an educational program.

The 1969 group also showed a larger percent that had work experience.

Though the age ranges of the two groups are similar, the 1969 population is somewhat older.

There do not appear to be any significant differences in the sexual composition of the two groups.

The percent of 1969 residents that had attended college at some time was slightly more than double the 1968 figure. This fact may be related to the age differentials of the two groups.

Also, the larger percent of married residents of the 1969 groups may be related to the age differences.

When the present study was conducted, a much higher proportion of the population had been at Topic House less than three months than appeared in the 1968 data.

Interviews with State and Community Agencies Involved with Drug Addiction and Related Problems

1. Nassau County Drug Abuse and Addiction Commission and Topic House

   a. The "split" experience of Topic House indicates that there may be insufficient stimulation for some residents to maintain participation in the House. This could mean that the Topic House concept needs another ingredient to cut

down on the attrition rate. A meaningful educational program could be that ingredient.

b. The high "split" rate during the first 3 months of the residents' stay at Topic House may be reduced by the introduction of an educational program. However, this must be discussed at greater length because the residents are in a rather unstable state during the first 3 months at Topic House.

c. The resident population at Topic House is similar to that found at residential drug addiction treatment houses in other suburban areas.

d. The majority of residents have criminal records. This fact must be recognized in discussions of job preparation. There are areas of employment in which people with criminal records are not allowed.

e. Any educational program that is devised for Topic House residents should become part of the "concept". Education should not be appended to the "concept" as it now exists but should become part of it in a totally integrated program.

f. It would be important to know how an educational program affected addicts who were members of outpatient groups, unconnected with Topic House.

2. Nassau Community College

   a. The college is willing to serve all the public of Nassau County, and will respond to needs by developing and implementing meaningful programs.

   b. The college is prepared to aid in the development of special programs for Topic House residents, and welcomes qualified residents into existing programs.

   c. The college is anxious to do its part in making Nassau County a better place in which to live by helping reduce the crime rate of offending addicts.

3. Nassau County Jail

   a. Drug addicts have low frustration levels and little confidence in their ability to do things, requiring supportive help in undertaking study, etc.

   b. Teachers of drug addicts require a good sense of humor and much patience.

   c. The first 90 days that a resident spends at Topic House are motivational, in the sense that the residents are seeking ways to improve their social, professional, and vocational views.

d. Drug addicts usually score higher on verbal tests and lower on math tests than the normal population.

e. High school equivalency diploma classes at Nassau County Jail have a maximum of 14 students, although the teachers prefer no more than 10. The students work independently, with help from the instructor.

f. Certain high school equivalency requirements are waived for Topic House residents.

4. University of the State of New York

a. The State will help in the development and implementation of innovative programs.

b. Encourages schools and institutions to provide programs for people not being serviced by education at present.

c. Encourages new programs that will benefit disadvantaged populations.

d. Recognizes that with change in time, programs and offerings must change, too.

5. Bureau of Cooperative Educational Services - Nassau County

a. The Bureau is willing to cooperate in whatever way it can to support an educational program for Topic House residents, but is not certain at present how it can become involved in a program.

6. New York State Narcotic Addiction Control Commission

   a. This study and any program that might evolve is valuable research because Topic House is not in the ghetto area. Too little is known about the suburban addict population. This study could "support and fill in gaps relating to ghetto area research."

   b. Addicts want help. Help should be given to them in any way possible. To gauge the possibilities of success without trying is difficult.

   c. A large crime problem exists among addicts. A worthwhile educational program could help make the streets safer by rehabilitating offenders.

   d. In the design of an educational program, it will be important to develop one that will train for jobs that could be made available to the ex-addicts.

   e. An educational program could help break down employer resistance to the employment of ex-addicts.

7. Phoenix House

   a. Education and some training would help the residents secure better jobs when they leave.

   b. Many residents are school dropouts. A great many of the ex-addicts who did attend school have reading difficulty.

   c. Better job opportunities will help the ex-addict by improving his self-image.

OUTCOMES

Conclusions

The findings support the need for an educational program for Topic House residents. All parties involved in the study agree that a pilot project should be undertaken during the 1969-70 academic year, and should commence September 1969.

The investigators have designed a program to meet the broadest needs of the residents. This program considers vocational, professional, and cultural aspirations as well as capabilities and achievements, and contains plans for specific employment preparation. The program is outlined below in detail, within carefully structured categories.

RECOMMENDED EDUCATIONAL PROGRAM

Category I - Education Offered at Nassau Community College

Eligibility - Any kind of high school diploma makes one eligible to enroll as a part-time evening student at Nassau Community College.

Matriculation - High school graduates who do not meet admission requirements may enroll as part-time non-matriculated students in the Evening Session, but may take no more than 11 credits per semester.

A non-matriculated student is not eligible for a degree, but such a student may matriculate in the Day or Evening Session by staisfying

one of the following alternatives:

1. Achieve a 2.5 grade point average with 9-10 credits of work in:
   a. English 101
   b. Mathematics or Laboratory Science, and
   c. Social Science elective
2. Achieve a 2.3 grade point average with 11-18 credits of work as listed in (1) plus electives; or
3. Achieve a 2.0 grade point average with 19 or more credits of work as listed in (1) and (2) and the normal curriculum sequences.

The transfer student who begins his work in the evening as a non-matriculated student must meet the required grade point average listed above to matriculate in the Day or Evening Sessions. G.P.A. will be granted only on the courses completed at Nassau.

Non-Matriculation - Status of students who do not meet admission requirements for full-time students. These requirements vary from major to major.

Class Attendance - In all cases, residents would go to class with other students at the college and be indistinguishable from those students. Status as Topic House residents would be confidential.

A. Degree Programs

1. The Associate in Science Degree - The Associate Degree in Science may be used for certain occupationally oriented curricula, but is primarily designed to serve students in science or professionally related programs leading to Bachelor of Science degree curricula.
2. The Associate in Applied Science Degree - The Associate Degree in Applied Science is primarily for occupationally oriented curricula, but may at times be appropriate as a transfer degree to certain types of specialized baccalaureate programs.
3. The Associate in Arts Degree - The Associate Degree in Arts should be used primarily for transfer programs leading to the Bachelor of Arts Degree. (Refer Table 9)

B. Individual Courses

A student may enroll for any course offered by the College, provided he adheres to the policy on prerequisites. Sequences of appropriate vocational courses (long-term and short-term) could prepare one for gainful employment. (Refer Table 10)

C. Remediation

This program involves study in remedial mathematics, English, and reading, and is available to those requiring additional preparation to satisfactorily complete college course work. These courses do not carry credit.

D. Careers

Students pursuing either a degree or a non-degree program can qualify for careers in many areas. Table 9 lists the collegiate curriculum interests of the residents. Table 14 suggests the possible vocational and professional careers available upon successful completion of the various educational sequences.

Category II - Education Offered at Colleges Other Than Nassau Community College

Residents have expressed interest in courses offered at colleges other than Nassau Community College. Such institutions would include the Agricultural and Technical Institute at Farmingdale, Suffolk Community College, and the community colleges and private institutions on Long Island and in New York City.

The students would have the option of starting such programs with either technical courses or liberal arts subjects. Most of the regulations listed above with regard to degree and non-degree programs at Nassau

TABLE 14

VOCATIONAL AND PROFESSIONAL CAREERS FOR TWO-YEAR COLLEGE GRADUATES	
SUBJECT AREA	LEADING TO
Business Administration	a) Job opportunities: Managerial positions Finance-Accounting b) Further educational opportunities - transfer program
Data Processing	a) Job opportunities: Programmer -- Systems Analyst -- Data Processing Manager Unit Record Manager
Fashion-Interior Decorator-Display	a) Job opportunities: Fashion coordinator Display technician (window and interior store display) Interior Decorator (commercial-home)
Marketing Salesmanship	a) Job opportunities: Market Research Assistant Merchandising Assistant Buyers Sales Management Sales-Wholesale-Retail Distribution Center Manager
Secretarial Science (Office Management)	a) Job opportunities: Office Manager Executive Secretary Legal Secretary Medical Secretary Educational Secretary
*Dental Technology	a) Job opportunities: Dental laboratory assistant

SUBJECT AREA	LEADING TO
Engineering Technology	a) Job opportunities: Engineering Technicians Civil Engineering Technicians Industrial Engineering Technicians Sales Engineering Customer Engineer Production Supervisor Field Installation Engineer
Liberal Arts Psychology Sociology	a) Background for further education leading to professional careers
English-Journalism	a) Job opportunities: Newspaper copywriting Reporting Creative Writing
*Art-Commercial Art-Fine Music Theatre	a) Job opportunities: Advertising art Commercial poster work Direct mail layout Artist-fine painting Musician Band management Actor-Actress Stage Manager Production Assistant
*Drafting	a) Job opportunities: Draftsman Blue-print technician Architect assistant
*Culinary Arts	a) Job opportunities: Institution Dietary Assistant Kitchen Steward Chef Kitchen Management Maitre D'e

* Offered at colleges other than Nassau Community College

Community College would apply at these neighboring institutions.

The specific programs and courses requested by the residents are listed in Tables 9 and 10. In addition, the job opportunities associated with these areas are shown in Table 14.

Category III - Exploratory Courses in Busines and Liberal Arts

Residents indicated interest in two basic areas: business and liberal arts. Exploratory courses would be designed in each of these areas to afford residents an opportunity to become acquainted with them to determine whether they would like to pursue these areas for future employment or further education.

In business, for example, material would be presented in accounting, data processing, marketing, retailing, and business management.

The liberal arts area would include writing, literature, mathematics, history, sociology, psychology, painting, music, and the sciences.

These courses are not included in any college curriculum, and would have to be designed for the residents. Classes should be conducted at Topic House so that all eligible residents (including those not permitted off the premises) might enroll.

The courses would carry no credits and would be taught by specialists in each area. The teachers would have to possess the correct sensitivity as far as the student population is concerned. They not only should understand the nature of the ex-addict, but also recognize his needs.

The students would not be locked into any one area nor into any particular sequence within an area, but could attend a session on accounting, omit the session on data processing, attend sessions on writing and theatre, etc. The entire category is exploratory in nature and students should be encouraged to find out more about the areas of their interest. A "rolling" admissions concept in this category would enable newly-admitted residents, depending upon desires, to start any one exploratory sequence. However, a repeat of a particular sequence would wait for an adequate number of new residents requesting that instruction.

Category IV - High School Equivalency Diploma Study Classes

At present, this work is being done on an individual basis by the residents. The investigators recommend a structured program to help those residents desiring a high school equivalency diploma. Because residents who have not yet received diplomas appear to be insecure about further schooling, a strong recommendation is made that any program to help these residents secure diplomas be carried on at Topic House.

All 24 residents without high school diplomas have indicated a wish to participate in a program leading to a high school equivalency diploma. They are conscious of the need for a diploma as preparation for vocational and technical careers.

Category V - "Concept" Management Course

This course would be designed for those residents who want to make the concept of Topic House (and similar institutions) their life work. This, of course, would not be connected with any college program nor carry college credit. The fundamental objective of such a course would be to help residents improve their personal characteristics and become more effective as coordinators in drug abuse rehabilitation programs. These major areas would be covered:

A. Speech

B. Public Relations

C. Grooming

D. Personality Development

Nineteen residents have indicated an interest in this program. Successful completion of the course could help those preparing for jobs at Topic House, at other drug rehabilitation agencies, in school districts, etc.

Category VI - Non-Collegiate Courses in Vocational and Technical Skills

These courses, offered by agencies in Nassau County such as BOCES, would include work in auto mechanics, hairdressing, service station management, etc.

The administrator-advisors would supply job information through brochures, counseling, films, speakers, etc., and also arrange for enrollment and follow-up.

Category VII - Human Engineering Course in Preparation for a Return to the Community

This course would be designed for all residents (approximately 50) other than those participating in the "concept" management course and would be non-college, non-credit. Residents would have the opportunity to improve their personal characteristics and social image because the importance of projecting oneself favorably in job and social situations cannot be emphasized too strongly. The investigators recommend these subject areas:

A. Speech

B. Grooming

C. Personality Development

Orientation Seminars

To prepare the residents for their educational experiences, it would be advisable for them to attend appropriate orientation seminars. Ex-addicts are relatively insecure and frightened people. Without carefully-structured meetings to allay their fears, the proposed program's success could be jeopardized.

Some of the subjects that would be treated in the orientation seminars are:

1. How to study

2. The value of education

3. The significance of grades
4. How to take tests
5. How to hold a job

Although much material is available for teaching the above programs, special instructional booklets and materials must be developed. Where appropriate, it may be advisable to design these materials with drug rehabilitation in mind. For example, a unit on speech might contrast addict and non-addict speech habits.

Each of the seven programs recommended is designed for vocational, technical, or professional objectives. Whether the enrollee is involved in one or any combination of the seven programs, he would be better prepared for productive work. He should be better able to relate to others and acquire the necessary human attributes and technical skills necessary to hold a job and thereby support himself and a family.

The recommendation is made that one Pep session (motivation) per month be run by the administrator-advisors for participating residents. Such a session has been strongly suggested by the coordinators at Topic House to help residents maintain interest in their studies. Most residents will need these sessions, for one of the marks of an ex-addict is his lack of self-esteem and his lack of self-confidence.

The administrator-advisors should organize a series of training seminars for teachers in the various programs at Topic House. Although it may be impractical to do this for instructors at the colleges or other

institutions, these seminars are possible and desirable for those employed specially to teach Topic House residents. The subject matter should include:

1. The Topic House "Concept"
2. A Study of Ex-Drug Addicts
3. Motivation for Learning
4. Methods for Teaching Ex-Addicts

The administrators of the Nassau County Drug Abuse and Addiction Commission and the coordinators and residents of Topic House have assured the investigators of their willingness to aid in the planning and implementation of an educational program. If the level of cooperation already afforded the investigators is an indication of sincerity, it augurs well for the program.

The commission and Topic House could help with matters such as physical facilities, class and study time allowances, office functions, and enforcement of discipline. The professional educators and counselors would have to work closely with Topic House personnel.

Any teaching method used would have to center around the individualization of instruction. Addict rehabilitation requires both group and personal attention. Specific teaching methods would not appear to be so important as the confidence the residents have in their instructors.

Absence from, and lateness to, class should be treated within the Topic House "concept" requirements. A commitment to an educational program would be akin to that of other resident responsiblities. Penalties for infractions would be assigned by appropriate Topic House groups.

Certificates of completion should be awarded to those completing educational programs successfully, and could be given for college courses and other types of classes. The certificates would recognize achievement, a most important ingredient in the rehabilitation effort.

Failure in any part of the educational program would be handled within the Topic House "concept," and would be considered part of the growing-up process. The Topic House psychiatrist would have to work closely with the instructors, administrators, and counselors to prevent damage arising out of failure.

Because the residents are not employed, they could not be expected to support the program financially. It would be appropriate for public agencies to support the education of these disadvantaged persons. Areas requiring funding would include tuition, instruction, books and supplies, curriculum development, administration, and research.

Evaluation criteria for judging the effectiveness of the educational program would include:

1. Pass-fail ratios
2. Residents' attitudes and plans
3. Instructors' judgements

4. Class attendance

5. Topic House coordinators' opinions

6. Outcomes of orientation and pep sessions

7. Level of work done by residents

8. Residents' evaluations of courses, instructors, materials, and other factors.

QUESTIONS ARISING FROM THE STUDY

1. How would an educational program at Topic House affect the "split" (attrition) rate?

2. Would the exposure to an educational program affect the split-returnee rate?

3. How would an educational program at Topic House affect the attitudes, retention, aspirations, and goals of

a) those addicts probated to Topic House compared to those addicts probated to the street?

b) those addicts probated to Topic House compared to the previous group probated to Topic House (no educational program)?

c) those addicts without criminal records referred to Topic House from outpatient groups compared to addicts without criminal records from outpatient groups not in Topic House?

4. How would an educational program affect attitudes, retention, aspirations, and goals of addicts in outpatient groups?

5. Would there be any difference in the level of work adjustment between those residents who left Topic House without educational enrichment as compared to those who will be involved in the educational program?

6. Would there be any difference in the level of social adjustment between those residents who left Topic House without educational enrichment as compared to those who will be involved in the educational program?

7. Would there be any difference in the level of employment status between those residents who left Topic House without educational enrichment as compared to those who will be involved in the educational program?

8. Would the length of time for re-entry to the community change with an educational program?

9. Would there be any difference in the numbers who relapse (return to drugs) between those residents who left Topic House without educational enrichment as compared to those who will be involved in the educational program?

10. Would additional guidance and counseling help the residents formulate more realistic goals?

11. What would be the impact on the "concept" with the addition of an educational program?

12. Should an educational program for addicts differ between a suburban rehabilitation center and an urban area? Would course offerings be the main difference?

13. Would the residents of Topic House involved in the educational program display changed attitudes toward education?

14. Would there be any difference in the numbers who commit crimes between those who left Topic House or "split" without educational enrichment as compared to those who would be involved in the educational program?

15. Would the business community be more receptive to hiring ex-addicts with educational training?

16. Would the types of jobs the ex-addicts aspire to be available to them?

17. Would a co-operative work experience program be feasible? If so, in what areas? In what form?

SUGGESTED FURTHER RESEARCH

1. Compare "concept" without an educational program to "concept" combined with a structured educational program.

   a. Compare the goals, attitudes, and retention of past Topic House residents who completed the "concept" without an educational program to Topic House residents going through the "concept" with a structured educational program.

b. Compare the 1969 split-rate to the 1970 (experimental) split-rate.

c. Compare the 1969 split-returnee rate to the 1970 (experimental) split-returnee rate.

d. Compare the level of social and work adjustment of past Topic House residents to experimental group.

e. Compare the number of 1969 residents who reverted to drugs to 1970 group. (experimental)

f. Compare the crime experience of 1969 splits with that of 1970 splits, both before and after splitting.

g. Compare the level of employment status of 1969 Topic House residents to the experimental group.

h. Compare the goals, retention, attitudes, and success of those residents probated to Topic House in 1969 to the probated experimental group.

2. Compare the 1969 addicts probated to street to the 1969 addicts probated to Topic House--(relapse rate, retention rate, social adjustment).

a. Compare 1970 addicts probated to street (no educational program) to addicts probated to Topic House in 1970 (experimental group) (relapse rate, retention rate, social adjustment).

3. Compare the retention of a sample from the outpatient groups undergoing the regular group therapy to a group from the outpatient groups undergoing therapy combined with an educational program.

4. Compare the progress of a matched group of Topic House residents prior to involvement in an educational program with a group from Samaritan House (located in Queens County, New York, a suburban area).

   a. Compare the progress of a matched group of residents from Topic House (experimental group) and Samaritan House.

5. Compare the educational and social backgrounds of a sample of residents from Topic House (a suburban center) with Phoenix House (an urban center in New York City).

6. Compare the attitudes of a sample of businessmen involved in orientation sessions for hiring ex-addicts to those not so involved.

7. Study the effect of the educational program on the total time span of the Topic House "concept."

In light of mounting public concern with drug addiction, it is important that a continuing series of positive programs be devised to help drug victims. This plan should contribute to that end.

The highest political figures in the nation have stressed the importance of education in the development of the whole citizen. Certainly, our commitment to this principle should include aid to ex-drug addicts striving for rehabilitation. No more worthy goal than this can be included in a list of national priorities. As we struggle to eliminate the scourge of drug addiction, we should also attempt to help those who have been victimized by it.

The investigators suggest that a drug rehabilitation program should include psychological and educational phases. Successful re-entry depends upon the degree to which the ex-addict can cope with the social and financial stresses of life. The educational program outlined in this report should prepare the returnee to play a positive role as a productive member of society. If successful, it could serve as a model for other drug therapeutic communities.

BIBLIOGRAPHY

Drug Abuse. Police Department: County of Nassau: Mineola, New York, 1968.

Drug Abuse:Escape to Nowhere--A Guide for Educators. National Education Association, Washington, D.C., 1968.

Maurer, David and Vogel, Victor. Narcotics and Narcotics Addiction. Springfield, Ill.: Charles C. Thomas, 1962.

Narcotic Drug Addiction. Mental Health Monograph 2: U.S. Department of Health, Education, and Welfare, 1965.

Osnos, R. "A Community Counseling Center for Addicts." Nurses Outlook. November, 1965.

The Attack on Narcotics. New York State Narcotic Addiction Control Commission. Albany, New York, 1968.

Yabolonsky, L. The Tunnel Back:Synanon. New York: Macmillan Co., 1965.

APPENDIX A

NASSAU COUNTY DRUG ABUSE & ADDICTION COMMISSION
Description of the Topic House Program

By Dr. Victoria Sears

INTRODUCTION

The therapeutic model of the Topic House Program is that of the indigenously led, mutual self-help group. The rationale is that the purposeful group experience provides a basis for motivation and enhancement of social functioning. Individuals are motivated by their identification with the group and their commitment to the goals of the group. Personal involvement is most often initiated by identification with the indigenous leaders who are, themselves, former addicts. Both indigenous leaders and group members are "helped by helping others", reenforcing their newly acquired beliefs and discovering real strengths and a sense of adequacy.

The population served by the Topic House Program consists of those drug users closely identified with an addict sub-culture. This may be a delinquent, heroin-using, "street culture", or a related pseudo-intellectual psychedelic sub-culture. There is considerable blending of these two groups who share both a common language and an apparent rejection of commonly accepted social norme and authority. The predominant pathology observed is that of character disorder with marked sociopathic features. This is a vulnerable segment of the population which readily reflects symptoms of social pathology and failure. The obvious symbiotic relationship of the sociopath and his society perhaps explains the acknowledged failure of traditional treatment modes in achieving rehabilitation. The sociopath is unable to utilize the traditional service-oriented relationship which he either rejects completely or exploits so as to further reenforce his pathology. The Topic House Program is geared to intervene at a psychosocio level, the motivation for change coming from within the peer-group itself rather than from the society outside. Emphasis is on behavioral change and development of existing ego strength rather than on exploration of psychopathology.

THE THERAPEUTIC COMMUNITY

The core of the Topic House Program is the 24 hour, residential, therapeutic community. Within this community, surrounded by members of his sub-culture with whom he identifies, authority loses its

dichotomous "we-they" nature. Supported by his peer group the resident identifies with the goals of the community. In such a context his stance of infantile rebellion becomes meaningless. The group encourages him to give up his protective defenses and utilize the tools offered to help him modify his behavior and develop a more realistic self-image.

A therapeutic community, classically defined, is "a problem-solving self-maintaining social system which utilizes a dynamic living together group context as a method of treatment to induce social recovery and individual growth and adaptation". Focus is on the capabilities and assets of the individual rather than his liabilities and defects. This is a social model of treatment in which the individual is seen as socially disordered rather than "ill" and the community or group itself provides the treatment vehicle. The organizational structure of the community is hierarchical yet neither mobility-blocked nor strictly superordinate-subordinate. Such a structure provides for graded responsibility, mobility, gradual internalization of controls with opportunity for eventual participation in the decision making areas of the program.

THE CONCEPT

The concept is based on the notion that the individual, when so motivated, is able to control and determine his behavioral reactions. Focus is on behavioral change rather than on verbalization of feelings. When an individual enters the program he is told that he does not have to understand the reasons for his behavior in order to change. He is also told that if he changes his behavior consistently, over a period of time, he will begin to feel differently about himself and his problems. His drug addiction is considered as a symptom, along with other acting-out behavior, which enables the individual to encapsulate himself. The basic problem is seen largely as a failure in development of adequate coping mechanisms. If the individual relinquishes his symptoms, he will have to face his real problems and will have the help of the group in developing coping mechanisms which will enable him to deal with them.

On entering the program the individual is helped, by the group, to evaluate his behavior. He is told that he is a baby i.e. an individual who "acts off feelings rather than thinking", someone who is concerned with immediate gratification "I want what I want when I want it". He is also told that he is "stupid" in that he repeats behavior which is self-destructive and gets him into trouble, and that he is irresponsible. He

is told that he can change his behavior and become a truly independent, functioning human being but that he needs help in filling in the missing parts of his education. He is, in other words, like someone who is grown-up and wants to go to college but has somewhere missed learning the fundamentals of reading and writing. He needs direction and education to help him "grow-up" and become a responsible person. The words "stupid" and "a baby" are emotionally charged words, which in the context of the peer-group seem to be experienced in a very meaningful way. Their admission is the first investment which the individual makes in the group. In their admission the addict divests himself of his protective "image", and exposes himself in the group. Once he has divested himself of his "image", whether this be a "tough guy" image, a "slick" image or "intellectual" image he is able to relate his feelings honestly in the group. The group, in turn, is able to help him learn to distinguish between his "feelings" and his "thinking". It is able to help him evaluate his behavior and formulate new goals and values. The difference between feeling and thinking seems to be a particularly useful and meaningful concept. The majority of individuals in the group find it, initially, very difficult to identify and label their emotions and to distinguish between feeling and thinking.

The therapeutic community and, to a lesser degree, other groups functioning in the program offer the individual certain "tools" to help modify behavior and develop more adequate coping mechanisms. These are:

1. <u>The Unwritten Philosophy</u>: Ten requirements of participants in the program:

    a. Honesty
    b. Responsibility
    c. Consistency
    d. Give it away in order to keep it
    e. Act as If
    f. Trust in your environment
    g. Understand rather than be understood
    h. No free lunches
    i. Personal status (as opposed to vested status)
    j. Better to give than to receive.

2. Reality Confrontation Groups (Recons): These are groups in which people are able to get out hostile feelings verbally; learn to identify feelings and become more honest with themselves. The whole house participates in these groups with one or two of the older house members or house staff gearing the group. These are regularly scheduled in the house three times a week.

3. Peer Groups: Groups of people on the same level in the program. These groups become markedly less hostile as people progress in the program. Peer group members are able to notice an individual who is not progressing or who has begun to slip backwards. These are regularly scheduled.

4. Probes: These are groups which focus on particular areas such as homosexuality. In a probe people are helped to discuss matters which they would normally conceal, the purpose being identification, and socialization of feeling. Addicts generally have experienced considerably less sharing of experience than is normal and they often maintain rather primitive subjective notions in many areas. The sharing of experiences makes them less unique and emotionally charged.

5. Marathons: Marathons are prolonged (30 hour) group sessions which provide cathexis of feeling and softening of emotional callousness. Marathons serve to create bonds and bring the house together. We have had one marathon with selected members of the out-patient group. This was in August and all members of that Marathon have continued to attend groups on a regular basis and are doing well although three were on the verge of dropping out of groups at the time of the Marathons. They have requested another out-patient marathon.

6. General Meetings: These are used to tighten up the group and promote unity or to deal with problems of the group or a member. These are used both in the House and in other groups.

7. Data Session: These are sessions in which the philosophy of the concept, the unwritten concept and the tools of the community are reviewed. Modified data sessions have been held in jail and hospital groups.

"The Concept" is a term used to refer to the philosophy of the program and its working as a whole. It embodies the ideology and value system of the therapeutic community, its espousal of the capacities and assets of man rather than his liabilities and defects, the individual responsibility of man as basic to human social function, human growth through living-learning experiences rather than in situ insight. The idea of self-help and the ability of an individual to determine his behavior and achieve control in his environment is central. People speak of "working in the concept" or "living in the concept." To the resident the word "concept" refers to "growing-up", "honesty" and "responsible concern." The addict, in correcting his behavior, must over-correct. Self-deceit, minor behavioral lapses, set the scene for regression to previous behavior levels. This leads to a certain rigidity and an intense, at times evangelical, sense of commitment apparently necessary for maintenance of progress.

In summary, group pressure, confrontation, behavioral change, relearning, socialization of thought and emotional cathexis are all elements of change within the therapeutic community. Motivation is stimulated by the indigenous leadership, the hierarchical mobility, the independence of the group and the strong belief that one is responsible for one's behavior regardless of environment pressure or underlying psychodynamic pathology. The theory is that consistent behavioral change (act as if) leads to change in attitude which in turn leads to change in one's emotion level.

COMMUNITY ASPECTS OF THE PROGRAM

The therapeutic community is the core of the program but its vitality is dependent on its connection with the community at large. The walk-in clinic, the detoxification ward, out-patient groups and jail groups serve both in involving new recruits to the program and as a training ground for developing strength and new indigenous leadership.

The Walk-In Clinic: Offers diagnostic evaluation, information, referral, motivational interviews. Therapy begins with the intake interview, and as such, this should reflect the philosophy of the program. Intake is handled by a team of professional people and former addicts. Social history, diagnostic evaluation, at times psychological testing, and motivational evaluation are all obtained. Individuals who are overtly psychotic or

mentally retarded are not acceptable in the program and are referred elsewhere. Suitable individuals are interviewed by the former addicts who attempt to motivate them to attend out-patient groups. Parents are frequently seen at intake together with the addict and are encouraged to become involved in parents groups.

Detoxification Ward: Addicts in need of detoxification or candidates for the out-patient program who need hospitalization are referred for admission to the detoxification unit. The medical doctor in charge of these admissions is assisted by a staff member from the therapeutic community. Patients are seen at intake and also while on the ward. They are encouraged to follow through with attendance at out-patient groups.

Out-Patient Groups: Out-patient groups are held three evenings a week. These groups serve as screening and motivational investment for Topic House Candidates. Also, a substantial group of individuals are being maintained in these groups on an out-patient basis. These groups are led by former addicts and serve as training ground for Topic House residents preparing to work in concept as well as professional staff preparing to work in a treatment team. The philosophy of the treatment concept used in the out-patient groups is consistent with that of the therapeutic community. Group members are held responsible for their attendance. Rules of the group include staying away from any intoxicating substances and not "hanging out" with other addicts. Members are expected to show evidence of behavioral change, active group participation and honest revelation of feeling. Many of the tools of the therapeutic community are also made available to out-patient members. These include general meetings, data sessions and occasional marathons for selected established older members. Older members of these out-patient groups have been active in recruiting new members. They have also, spontaneously, formed a soft-ball team that meets weekends. Toxicological reports on urine are done at frequent intervals as a control.

Nassau County Jail-Addiction Tier: The addiction tier of the Nassau County Jail was opened February 22, 1967. Population on the tier was originally limited to sentenced inmates, but later extended to include selected probation violators or inmates awaiting sentence. Involvement in the jail program is voluntary. Inmates on the tier have no special privileges and are subject to the same regulations as other prisoners in the jail. They have the same work opportunities and recreational facilities. Groups are held for one hour and a half, three times a week. These groups have been led by a treatment team consisting of former addicts, professional staff, and jailers selected from the staff of the school tier. Groups are conducted on much the same basis as the out-patient groups. Group identification in the jail program has become strong and resulted in the formation of a really therapeutic tier. It has been noted by the jail staff that disciplinary problems on the tier have been markedly decreased and that prisoners placed on the tier are able to handle themselves with jailers who previously had provoked hostile reactions. The members of the jail group themselves frequently speak of their "old prison images" and their new values and changed concept of themselves. Both admission to the therapeutic community and out-patient group follow-up are offered to members of the Jail Program. In practice, those members of the jail group who have not elected to enter Topic House have rapidly relapsed once back on the street.

Parent Groups: Parents Groups on a once a week basis were begun early in the program because of the many requests for information and the obvious need to involve the family in treatment plans. Attendance in these groups was more consistent than originally expected and the numbers grew rapidly in size. Parents need for more extended therapy was recognized but it has been difficult to recruit sufficient staff to adequately handle this group. Parents have remained with the groups even when their children have failed or dropped out of the program. It is my impression that likelihood of failure is less when parents are involved with the program. Late in the Spring of 1967, parents began verbalizing their interest and need of some kind of community activity and constructive support of the program. This was regarded as healthy and encouraged by the therapist. An independent parents organization was formed, its activities separated from that of the therapeutic group.

Wives Groups: Wives and girl-friends frequently interact symbiotically in the pathology of the drug addict. These women have needs of their own and cannot be appropriately involved in the parents group. A wives group was formed in the Spring of 1967, but had to be discontinued in the Summer because of lack of sufficient staff. It would be important to reform this group as soon as a leader becomes available.

Toxicology: Urine chromatography is a most important part of the program and without this control most of the program would be ineffective. Toxicology reports are done by the Medical Examiners. All of the residents of the house, former addict staff and out-patient group members are spot checked at frequent irregular intervals.

Professional Staff: The inclusion of "square" people in general, and professional staff, in particular, is vital to the health and ultimate viability of the program. However, the basic concept of self-help and indigenous leadership presents a particular difficulty in the role of the professional person who is to become part of the treatment team. The job of exercising one's technical skill and contributing constructively to the group without destroying the autonomy of the group or threatening the effectiveness of the indigenous leadership is one requiring a particular tact and understanding of concept. The roles and skills acquired in training in traditional treatment models are not necessarily useful in adapting to this new treatment concept. Traditional treatment concepts are, for the most part, based on a medical-model, doctor-patient, helper-helped, with the therapist assuming a well-differentiated, separate role. The therapeutic community concept is based on a social model. In order to be effective in such a model, one must become a participant in the therapeutic community. In so doing, the professional expresses his faith in the constructive power of the group and gives recognition to the relevant data of the group system. He is also in a position to help clarify the function of the group and to protect its focus of work against attempts to evade or subvert it, whether by the agency, the group or its individual members. One attempts to structure the situation to favor strength rather than weakness.

The role of the professional as participant or participant-observer within the group is much less clearly defined than that of the traditional therapist and, thus, less secure. His contribution is just one part of the total treatment system. Another difficulty is the strong anti-professional attitude which seems to be quickly assumed by all groups (including parents groups) involved in the program. This anit-professional attitude has been observed to arise in all indigenously led self-help groups and seems almost necessary as a symbol of the group's new found autonomy and sense of self-determination. This attitude does not necessarily extend to individual professionals and tends to diminish with increasing self-confidence.

The Indigenous Leaders: The indigenous leader must be differentiated from the sub-professional helper, the psychiatric-aide or case-aide. The indigenous leader has his own unique contribution to make. His function is not to aid or facilitate the role of the professional person but, rather, to add a totally new dimension to the treatment concept. His strength derives from his identification with the sub-culture and his ability to motivate and channel energies in new directions. He is a symbol of the potential strength in each group member "if he can do it I can do it." If the indigenous leader becomes "professionalized" and begins to function as a junior professional he loses his usefulness. The indigenous leader, while contributing to the intake and treatment process of the program is, at the same time, participating in his own re-entry process. He must, at this time, begin to synthesize the new values acquired in the therapeutic community with those of the larger society. He gradually begins to feel less identified with the original sub-culture. This is a crucial point and one at which the program could probably be helpful in aiding him to form a new identification. Possibly, the alternatives could be offered of either a status ladder available within the program or help in obtaining the credentials necessary to achieve reasonable security and status within the larger community.

APPENDIX B

A STUDY OF ARTICULATION PROGRAM BETWEEN NASSAU COMMUNITY COLLEGE AND TOPIC HOUSE (NASSAU COUNTY DRUG ADDICTION REHABILITATION CENTER) WITH REGARD TO VOCATIONAL TRAINING PROGRAMS

NAME_____ AGE_____ SEX:_____Male

FORMER ADDRESS_____ _____Female

_____ VETERAN: _____Yes

_____No

MARITAL STATUS: (Check Below)

Single_____ Divorced_____

Married_____ Separated_____

LENGTH OF RESIDENCE AT TOPIC HOUSE: (Check One)

Under 3 months_____ 6 - 11 months _____

3 - 5 months _____ 12 months _____

REFERRED TO TOPIC HOUSE BY:

Staff_____

Jail or Probation_____

Parents and Relatives_____

Friends and others _____

EDUCATION: (Check last Grade Completed)

Jr. High	High	College or other	
6	10	Fresh	1 - 2
7	11	Soph	1 - 2
8	12	Jr	1 - 2
9		Sr	1 - 2

(Check Appropriate Space)

High School Diploma_____

Academic_____

General _____

Regents_____

High School Equivalency_____

None_____

NAME AND LOCATION OF LAST SCHOOL ATTENDED_____

_____

SKILLS: (Check those you have)

TYPING_____

LANGUAGE OTHER THAN ENGLISH_____

MUSIC_____

ART_____

MACHINES OF ANY TYPE_____

DRIVERS LICENSE_____

TYPE OF JOB OR JOBS HELD:(Check appropriate Space or Spaces)

Technical job_____

Factory_____

Sales Position _____

Office_____

Clerical_____

Manager or Proprietor_____

Laborer_____

Foreman_____

Professional_____

Never worked_____

Would you like to take part in a program with Nassau Community College that will help train you for a job you are interested in?

YES_____ NO_____

COMMENTS:_____

_____

What type of job or jobs would you be interested in?

COMMENTS:_____

_____

ERIC Clearinghouse
MAR 23 1970
on Adult Education